Sample Lesson Plan #1

**Name:** Becca Boozer

**Grade Level:** 3

**Estimated number of days lesson will cover:** 1 day; 1 hour

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| Lesson Subject/Title:  Rocks & Minerals |
| Performance Standards:  **S3E1**. Students will investigate the physical attributes of rocks and soils.  a. Explain the difference between a rock and a mineral.  b. Recognize the physical attributes of rocks and minerals using  observation (shape, color, texture), measurement, and simple tests  (hardness).  c. Use observation to compare the similarities and differences of  texture, particle size, and color in top soils (such as clay, loam or  potting soil, and sand).  d. Determine how water and wind can change rocks and soil over  time using observation and research. |
| Lesson Objectives (What students will know and/or do):  - The students will know the difference between a rock and a mineral.  - The student will observe water changing the components of rocks and minerals.  - The student will use measurement tools.  - The students will know how to correctly record observations with detail. |
| Essential Questions:  - “What is the difference between a rock and mineral?”  - “How does water effect rocks and minerals?”  - “How can we properly record observations?” |
| Key Vocabulary:  - rocks, minerals, eye dropper, observation, component, texture, shape, |

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| Time | Procedures | Materials/Resources | Assessment |
| 10 mins | **Introduction**  As an introduction, I will show the students pictures of different rocks, soils and/or minerals to get them familiar. I will point out the obvious similarities and differences between the materials so that when they do investigate they will already be prepared. | - pictures of rocks, soils & minerals | I will ask questions to the class to make sure everyone is grasping the concepts. |
| 40 mins | **Instructional Activities**  **Demonstrate/Model**  I am going to discuss each rock, soil and/or mineral individually. I will teach the components that make up each and what is predicted to happen when they react with water. I will also teach the physical attributes of each. I will give instructions on how to use the eyedropper with water and describe what it means to properly observe the changes. I am also going to prepare the students for the lab section of the lesson plan by showing them the materials, discussing safety in the classroom and detailing each direction.  **Guided Practice**  I am going to prepare a ‘matching’ worksheet for my students to complete after the lecture on rocks, soils & minerals. The name will be on the left side and an example of the material will be on the right. The students will connect the name to its matching picture.  **Independent Practice**  The students will complete a lab with a group, but make their own observations. I will have a tray with several divided sections. In these sections I will place the materials we learned about in the previous lesson. This will include rock, clay, potting soil and sand. The students will use magnifying glasses to observe the physical properties of the different sections. The students will then use an eyedropper to place drops of water into each section. Using the magnifying glass again, the students will record the changes they see. | - matching worksheet  - observation chart  - sectioned trays  - magnifying glasses  - eyedroppers  - potting soil  - clay  - rocks  - sand | I will circulate around the room and help with students who are struggling.  During the “hands-on” portion of the lesson, I will monitor each group’s observations and make sure all students are on task. If students have questions I will be available to help. |
| 10 mins | **Review and Closure**  In closure of the lecture, I am going to review the terms we discussed and also go over the answers to the ‘matching’ worksheet the students previously completed. |  | I will not give a formal assessment but rather ask questions aloud for students to voluntarily answer, I will check the ‘matching’ worksheet as I circulate the room. I will also grade the observation chart for completion, not accuracy because the students will see things differently. As long as they understand the similarities and differences and observe hands-on what happens when water interacts with the rock and soils, they will receive an A! |